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ABSTRACT

The technical implementation and operation of the Comprehensive Achievement Monitoring (CAM) system are discussed in this manual. It is written as a guide for those responsible for implementing CAM and for processing CAM-related work requests. Subjects covered include: CAM system operation summary: objectives and test items: conferencing with the teacher: test construction procedures: student response sheets/forms: and data processing system requirements. Example of CAM reports, using an Instructional Management Support System are appended. (Author/MH)

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CAM

COORDINATOR'S MANUAL

ED183580

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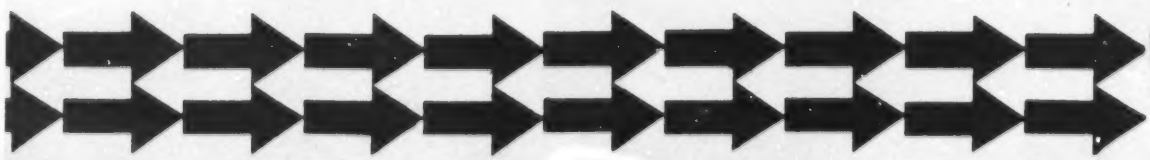
TM010 099



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CAM

Coordinator's Manual

Evaluation Center

Hopkins Public Schools

Hopkins, Minnesota

March, 1979

Lee J. Rodel

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Introduction

This manual is a guide to the technical implementation and operation of the Comprehensive Achievement Monitoring system in an educational setting. It is intended for use by the lead person responsible for the details of the CAM system implementation and processing of CAM-related work requests.

The CAM Coordinator's Manual is not intended for use by the classroom teacher. The manual approaches CAM from a technical point of view rather than providing practical applications for the use of CAM in the classroom.

This manual is written as a guide. It suggests methods of operation to perform various tasks. Use it, however, only as a starting point in developing operating procedures which will work well in your own environment.

Good luck!

Editor's Note: Students' names are fictitious.

I. CAM System Operation Summary

Activity	Person(s) Involved		
	Teacher	CAM Coordinator	Office Staff
1. Interest in CAM use	✓	✓	
2. Write objectives/test items	✓		
3. Type objectives/test items			✓
4. Conference with teacher (a) testing procedure,schedule (b) reports desired and format	✓	✓	
5. Set up student group(s) to be tested	✓	✓	✓
6. Prepare test order/request	✓	✓	
7. Prepare test and answer key			✓
8. Deliver test material to teacher	✓	✓	
9. Administer test	✓		
10. Pick up answer sheets/cards		✓	
11. Prepare student response input and instruction completion data			✓
12. Prepare, assemble, and process all test data		✓	✓
13. Review output reports		✓	
14. Deliver and discuss with teacher	✓	✓	

Repeat steps 6-14 for each test period/cycle.

II. Objectives and Test Items

A. Objectives

Use of the CAM system assumes existence of instructional objectives and test items to test those objectives. Sample objectives follow:

Grade 2
Math Objectives

Operations Unit

0102 The student can add using basic facts to 20.

0104 The student can subtract using basic facts to 18.

0105 The student can use the words "addend" and "sum" to label the parts of an addition problem.

Example: In the equation 5 + 4 = 9, "5" and "4" are the addends and "9" is the sum.

0106 The student can find the missing addend for problems with two single digit numbers.

Example: $7 + \square = 9$

0107 The student can use the words "addition, subtraction, and equation" to identify problems of that type.

Example:

9 + 2	Addition
5 - 4	Subtraction
8 + 2 = 10 4 - 3 = 1	Equations

B. Objective Numbering

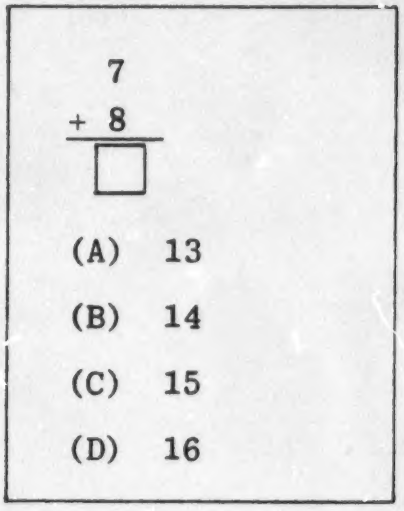
Objectives are identified by a four digit number. The first two digits usually designate a unit of study. The last two digits give each objective a unique number.

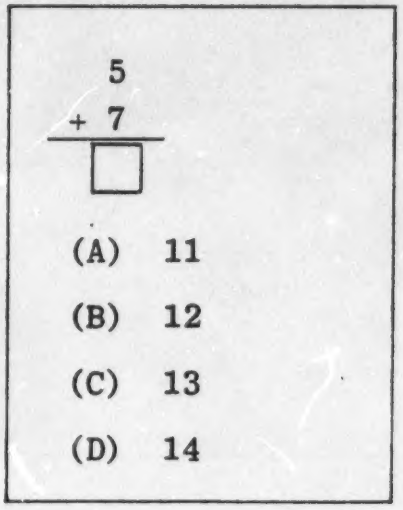
Example: Objective 0102 indicates unit 1 (operations), objective 2.

Suggestion: Number objectives with either odd numbers or even numbers. This makes it easy to add/insert objectives at a later date.

C. Test Items

Below are sample test items which test objective 0102:





D. Test Item Numbering

Test items are identified with a six digit number. The first four digits indicate the objective tested by the item. The last two digits give each test item a specific number.

Example: Test item 0102-02 indicates objective number 0102, test item 02.

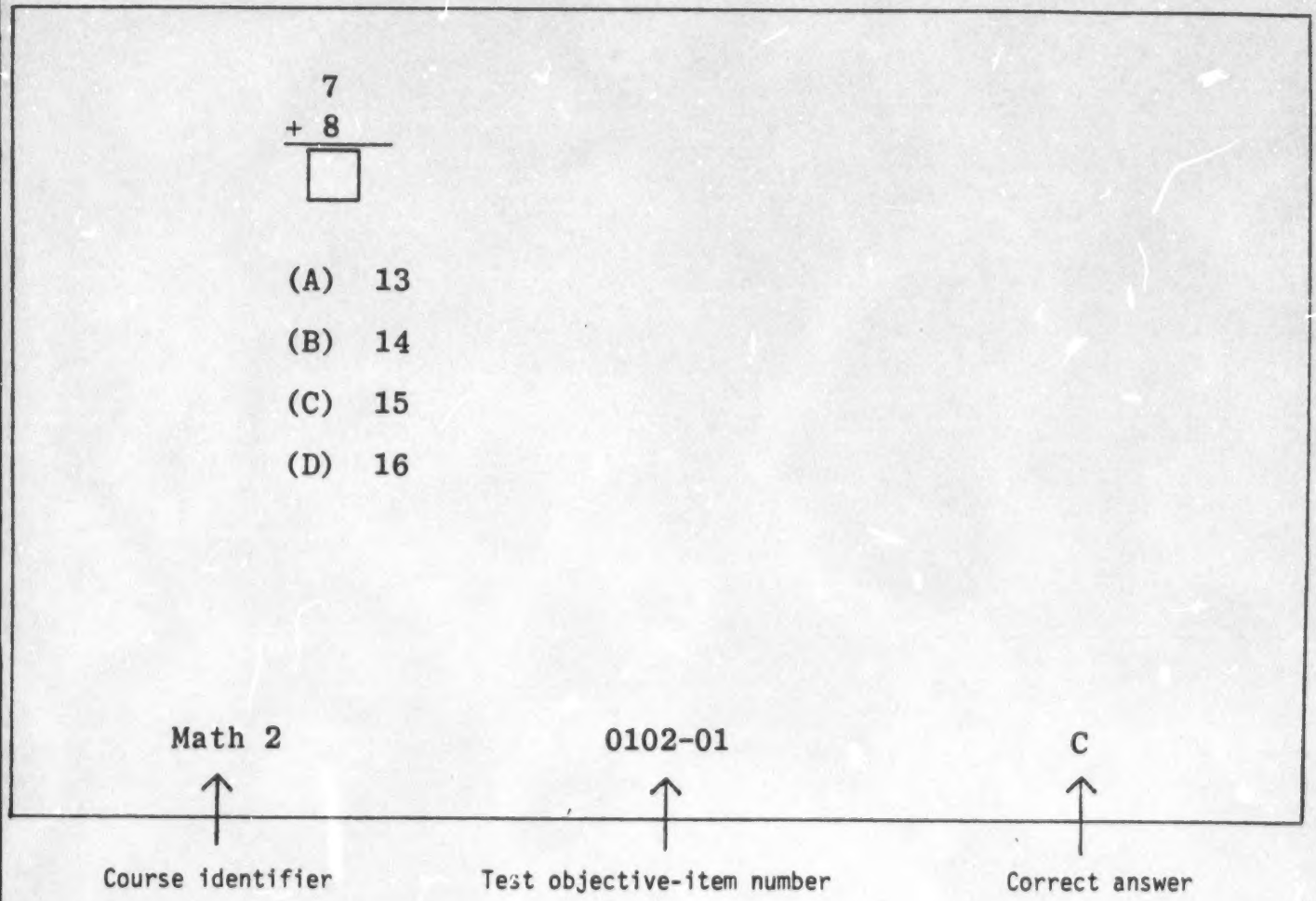
Suggestion: Actual test items may be numbered 01-99. Therefore, use an item numbering scheme that has specific meaning. For example, item numbers in the 50 series (51-59) might be used to designate standardized test items (as opposed to your own school-developed test items) which test a specific objective.

E. Typing Objectives and Test Items

Instructional objectives may be typed in various formats. See the sample grade 2 math objectives on page 3 as an example. It is recommended, however, that test items be typed in a more specific format as suggested below.

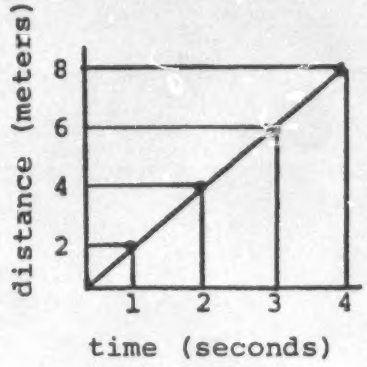
Test items are typed on cards so they may be used over and over again in test construction. Items may be typed on 4"x6", 5"x8", or 8½"x11" card stock. Always begin typing at the very top of the card so you can space the cards properly on a page when constructing a test, as will be shown later. Type the test item itself as you wish it to appear on actual test forms. Remember to use appropriate sized print for the grade level of the students to be tested. At the very bottom of the card, type the course identifier, the six digit objective-item number, and the correct answer as shown on the following examples.

Example of a 5" x 8" test item card:



Example of a 4" x 6" test item card:

At t = 3 sec, the position (distance covered) is about:



A. 2m

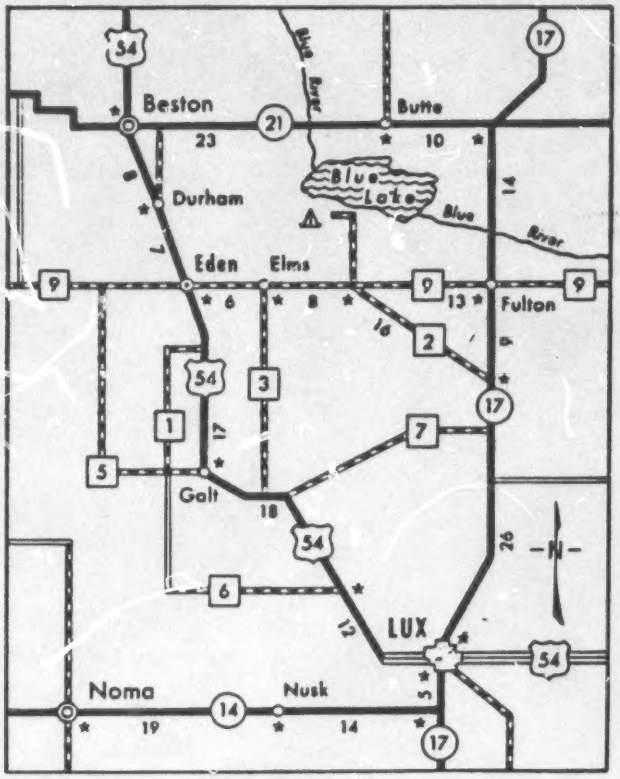
B. 0.5m

C. 6m

D. 4m

Phys 0140-03 C

Example of 8½" x 11" test item card:



KEY

Scale of Miles

0 5 10 20 30 40

★ 10 ★ Total Mileage between Stars

4-lane Highway

Paved Road

Graveled Road

Dirt Road

6 U. S. Highway

10 State Highway

12 County Highway

⚠ Camping Grounds

The map above shows a vacation area. If you drove from Lux to Galt, what kind of roads would you travel on?

A. dirt roads only

B. 4-lane highway and paved road

C. graveled road only

D. 4-lane highway and gravel road

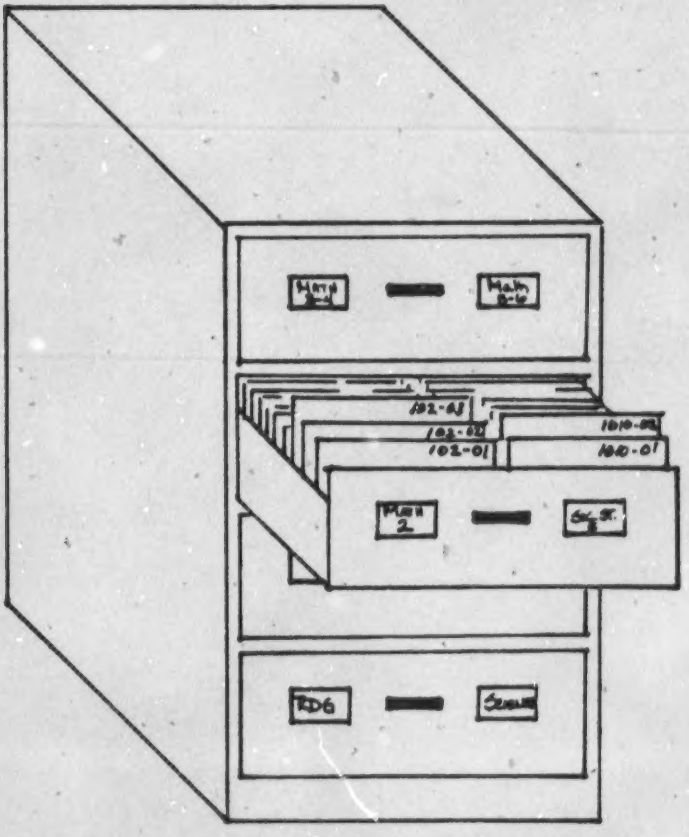
HE606 0632-01 B

Use of larger or smaller card stock will be determined by the format of the question, the grade level of students being tested, by the item, etc. The general format for typing test items, however, should remain the same.

F. Test Item Storage

Test items are normally stored in filing cabinets/drawers for easy access.

Suggestion: Writing the six digit item number on the top of the reverse side of the item cards and then storing such cards with back side facing forward in the file drawers allow for more rapid and easy selection of specific test items during the test construction process.



G. Objective/Test Item Books

After instructional objectives and test items have been developed, it is often helpful to make an objective/test item book for the course. This book is made up of pages which show a course objective followed by each of the available test items which test the objective. See below for a sample page from an objective/test item book. Notice that the correct answer to each test item is circled.

107 The student can use the words "addition, subtraction, and equation" to identify problems of that type.

Example:		
	9 + 2	Addition
	5 - 4	Subtraction
	8 + 2 = 10 4 - 3 = 1	Equations

Which of the following is an addition equation?

(A) 5 - 4

(B) 2 - 1 = 1

(C) 3 + 4 = 7

(D) 2 x 3 = 6

Which of the following is a subtraction equation?

(A) 3 + 5

(B) 2 - 1 = 1

(C) 3 + 4 = 7

(D) 2 x 3 = 6

Which of the following is an equation?

(A) 2

(B) 4 - 2

(C) 7 x 1

(D) 4 + 3 = 7

III. Conferencing with the Teacher

A. Testing Procedures and Schedule

Once a teacher has expressed an interest in using the CAM system to monitor accomplishment of instructional objectives, a conference with the teacher is necessary to determine the testing procedure desired and the schedule of when such testing is to take place. Following are some suggested questions to be covered with the teacher:

-Is instruction group-paced or individualized?
-What testing procedure is planned? Pre-test and post-test? Pre, post and retention?
-How often will testing occur? What time of day?
-Number of students? Math group? Homeroom group?
-CAM reports desired after each test period?
-Report format?

B. Test Ordering

After general plans for testing have been made, the teacher may request that a specific test be constructed. Following is a completed test order form which was used by the teacher to order a test:

Test Order Form

Course Grade 2 math

Teacher Mrs. Smith

Date of Test Jan. 27

Form 305

Length of Test 16 items

Number of Copies 28

Objectives Tested (& no. of items if > 1)

102 · 2		
104 · 2		
105 · 2		
107 · 2		
109 · 2		
110 · 2		
111 · 2		
114 · 1		
116 · 1		

Yes Objectives

105, 107, 109, 110, 111

List student drops and adds on back.

IV. Test Construction Procedures

Having received the test order form from the teacher as shown in the previous example, clerical personnel may begin actual test construction as follows:

A. Test item cards are selected from the item-bank file or drawer for those objectives listed on the test order form.

B. After all desired test item cards are selected from the file, cards may be shuffled so that test items might appear in random order on the test form.

C. The course identifier and form number are typed at the top of one 8½" x 11" sheet of paper, and the form number and page number are typed at the top and bottom respectively on each succeeding sheet. See the examples on page 14.

D. Test item cards are then taped, face up, on the prepared sheets of paper in the format and order you wish them to appear in the finished test. Item cards can best be temporarily taped to the paper sheets by affixing small, rolled pieces of masking tape to the back side of item cards and depressing the card to the sheet of paper. Take care to insure that course identifier, test item number, and correct answer on the bottom the card are covered by succeeding test cards. See the example on page 15.

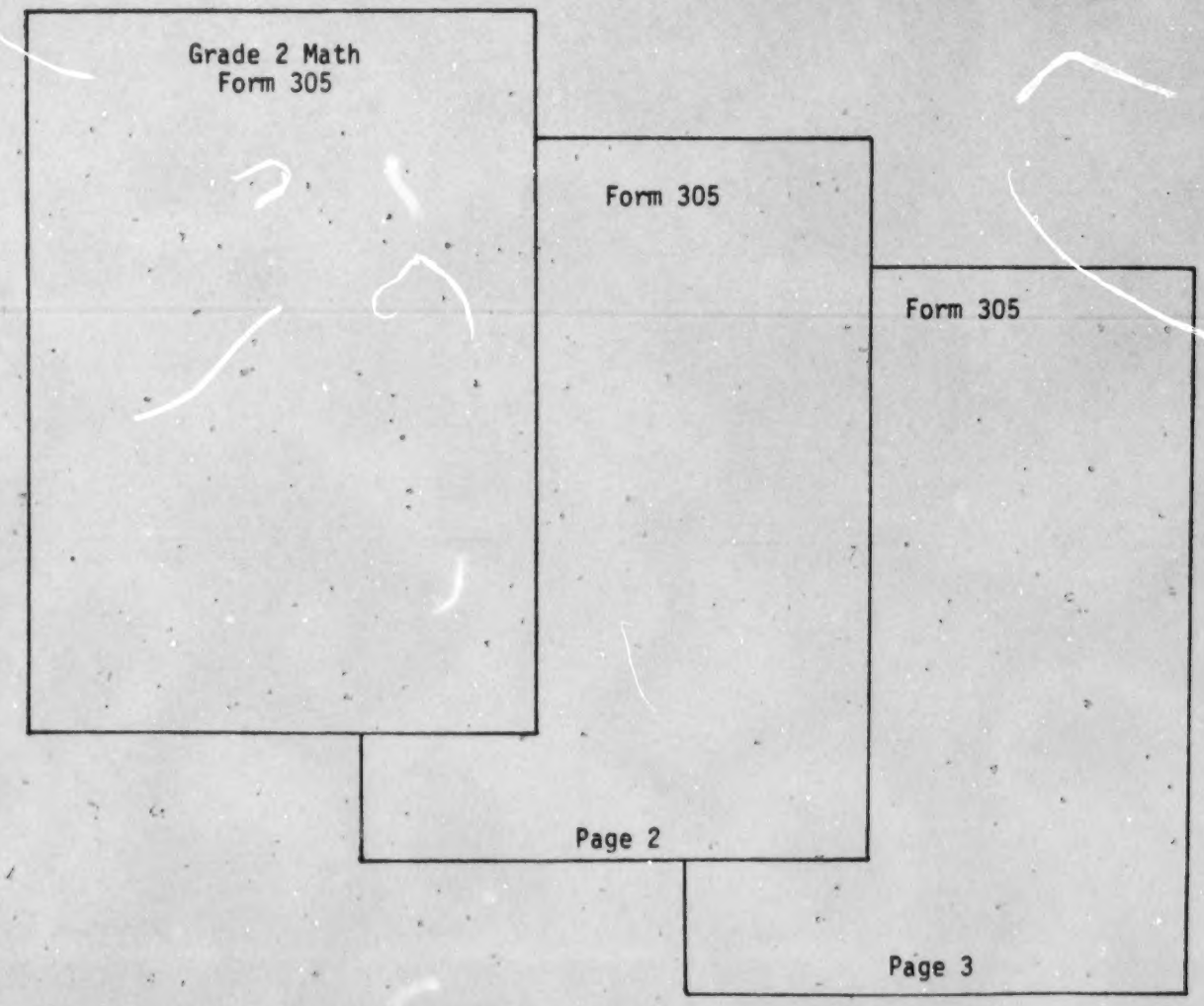
E. A code sheet (Answer Key) with question number, correct answer, unit, objective and test item number is prepared at the same time as step "D" is being accomplished. See page 16.

F. One copy of the taped, ordered item cards affixed to the paper sheets is then made using an available copying machine.

G. The test questions are then numbered consecutively on the copy. See the example of a completed test form on page 17. For primary grades, it may be helpful to separate test items with a horizontal line.

H. The numbered test form copy is then reproduced to provide the desired number of copies for the teacher to administer the test.

I. Test item cards are then "un-taped" and put back into card files/drawers in objective/item number order for repeated use in the construction of future tests.



$$\begin{array}{r} 7 \\ +\ 8 \\ \hline \square \end{array}$$

(A) 13

(B) 14

(C) 15

(D) 16

$$\begin{array}{r} 45 \\ +\ 23 \\ \hline \square \end{array}$$

(A) 68

(B) 22

(C) 58

(D) 21

$2 + 3 = \square + 2$

(A) 5

(B) 7

(C) 2

(D) 3

CARD TYPE 1 (01) 0 (02) ANSWER KEY PUNCHED _____

COURSE CODE 3 (03) 1 (04) 0 (05) 2 (06) 1 (07)

DATE Jan. 27

OF ITEMS 16

TEST FORM NUMBER 3 (13) 0 (14) 5 (15)

Question Number (18-19)	Correct Answer (20)	Unit Number (21-24)	Item Number (25-30)	Content Group Indicator (31)
1	3	0101	01/01 2101	
2	1	0101	01/1/16 1012	
3	4	0101	01/1018 101	
4	2	0101	01/1081 013	
5	2	0101	01/1014 1012	
6	2	0101	01/1091 013	
7	2	0101	01/1017 1012	
8	2	0101	01/1/1010 12	
9	3	0101	01/1019 101	
10	4	0101	01/1014 1013	
11	2	0101	01/1/1/102	
12	1	0101	01/1/1001	
13	1	0101	01/1/1401	
14	2	0101	01/1012 012	
15	4	0101	01/1017 013	
16	3	0101	01/1/104	
17				
18				
19				
20				
21				
22				
23				
24				
25			20	

Grade 2 Math
Form 305

1.

$$\begin{array}{r} 7 \\ +\ 8 \\ \hline \square \end{array}$$

(A) 13

(B) 14

(C) 15

(D) 16

2.

$$\begin{array}{r} 45 \\ +\ 23 \\ \hline \square \end{array}$$

(A) 68

(B) 22

(C) 58

(D) 21

3.

$2 + 3 = \square + 2$

(A) 5

(B) 7

(C) 2

(D) 3

V. Student Response Sheets/Cards

There are three basic methods by which student responses to test questions are collected for scoring. The student can write her/his answers (a) directly on the test itself, (b) on a separate answer sheet, or (c) on an answer card.

A. Responding on the Test Itself

Students may answer questions directly on the test form itself by circling the desired response alternative. Though this is perhaps the easiest answering method for students, this method is most costly because tests can only be used once, and the time and effort to process student responses by keypunch or other means are considerable.

B. Using Response Sheets

A very common method of input of student answers is using 8½" x 11" answer sheets. Students respond to questions by circling or "xing" the desired alternative on answer sheets such as those on pages 20-26.

To facilitate the identification and processing of tests, gummed labels are provided to the teacher for the students in her/his testing group. These labels contain student name and number, test period number and test form number, all of which are needed for processing of student responses. Page 27 shows an example of a set of gummed labels provided for a testing period. These labels are "peeled off" the label sheet and applied to the answer sheet where indicated. Label sheets are prepared by machine copying a typed label master sheet onto label stock and then manually entering test period and test form number.

It is possible for students to write their own name and test information on answer sheets. However, experience has shown that errors increase significantly when this is done. This procedure is not recommended.

C. Using Response Cards

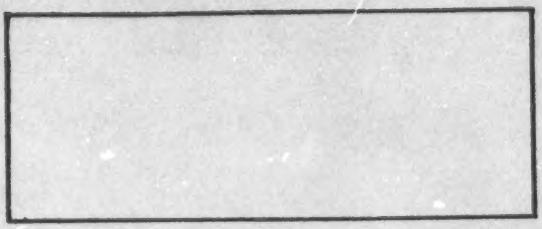
The most common method of obtaining student answers is on mark-sense cards. Students respond to test questions on cards like those on page 28. Student name and number, test form and period number are pre-punched and/or pre-printed on these cards. Students then "bubble in" their desired responses. These student response cards can then be machine read to input student answers to the CAM system for scoring.

A pre-punched and/or pre-printed card is provided to teachers for testing each student in the testing group. These cards can be made by duplicating master decks assuming that appropriate card-handling and reproducing equipment are available.

Experience has shown that grade 4-12 students can easily use the student response cards. Grade 2-3 students require use of the student response sheets. Testing of grade 1 students, however, requires use of disposable tests so students can respond directly on the test itself.

Example: A B C D	Place Label Here
1. A B C D	11. A B C D
2. A B C D	12. A B C D
3. A B C D	13. A B C D
4. A B C D	14. A B C D
5. A B C D	15. A B C D
6. A B C D	16. A B C D
7. A B C D	17. A B C D
8. A B C D	18. A B C D
9. A B C D	19. A B C D
10. A B C D	20. A B C D

21. A B C D	32. A B C D
22. A B C D	33. A B C D
23. A B C D	34. A B C D
24. A B C D	35. A B C D
25. A B C D	36. A B C D
26. A B C D	37. A B C D
27. A B C D	38. A B C D
28. A B C D	39. A B C D
29. A B C D	40. A B C D
30. A B C D	41. A B C D
31. A B C D	42. A B C D



C.A.M. Answer Sheet

1.	A	B	C	D	E
2.	A	B	C	D	E
3.	A	B	C	D	E
4.	A	B	C	D	E
5.	A	B	C	D	E
6.	A	B	C	D	E
7.	A	B	C	D	E
8.	A	B	C	D	E
9.	A	B	C	D	E
10.	A	B	C	D	E
11.	A	B	C	D	E
12.	A	B	C	D	E
13.	A	B	C	D	E
14.	A	B	C	D	E
15.	A	B	C	D	E
16.	A	B	C	D	E
17.	A	B	C	D	E
18.	A	B	C	D	E
19.	A	B	C	D	E
20.	A	B	C	D	E

21. A B C D E

22. A B C D E

23. A B C D E

24. A B C D E

25. A B C D E

26. A B C D E

27. A B C D E

28. A B C D E

29. A B C D E

30. A B C D E

31. A B C D E

32. A B C D E

33. A B C D E

34. A B C D E

35. A B C D E

36. A B C D E

37. A B C D E

38. A B C D E

39. A B C D E

40. A B C D E

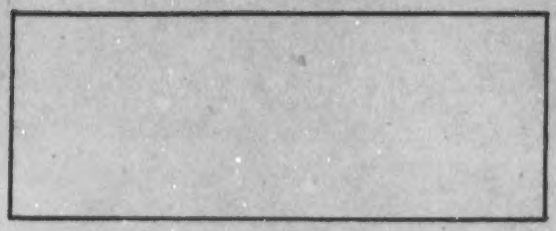
41. A B C D E

42. A B C D E

43. A B C D E

44. A B C D E

45. A B C D E



C.A.M. Answer Sheet

The contract I am now working on is _____

1.	A	B	C	D	E	11.	A	B	C	D	E
2.	A	B	C	D	E	12.	A	B	C	D	E
3.	A	B	C	D	E	13.	A	B	C	D	E
4.	A	B	C	D	E	14.	A	B	C	D	E
5.	A	B	C	D	E	15.	A	B	C	D	E
6.	A	B	C	D	E	16.	A	B	C	D	E
7.	A	B	C	D	E	17.	A	B	C	D	E
8.	A	B	C	D	E	18.	A	B	C	D	E
9.	A	B	C	D	E	19.	A	B	C	D	E
10.	A	B	C	D	E	20.	A	B	C	D	E

Name_____

Teacher_____

Section_____

Test Form Number_____

CAM Answer Sheet for New Students

1.	A	B	C	D	E	13.	A	B	C	D	E
2.	A	B	C	D	E	14.	A	B	C	D	E
3.	A	B	C	D	E	15.	A	B	C	D	E
4.	A	B	C	D	E	16.	A	B	C	D	E
5.	A	B	C	D	E	17.	A	B	C	D	E
6.	A	B	C	D	E	18.	A	B	C	D	E
7.	A	B	C	D	E	19.	A	B	C	D	E
8.	A	B	C	D	E	20.	A	B	C	D	E
9.	A	B	C	D	E	21.	A	B	C	D	E
10.	A	B	C	D	E	22.	A	B	C	D	E
11.	A	B	C	D	E	23.	A	B	C	D	E
12.	A	B	C	D	E	24.	A	B	C	D	E

25. A B C D E

26. A B C D E

27. A B C D E

28. A B C D E

29. A B C D E

30. A B C D E

31. A B C D E

32. A B C D E

33. A B C D E

34. A B C D E

35. A B C D E

36. A B C D E

37. A B C D E

38. A B C D E

39. A B C D E

40. A B C D E

41. A B C D E

42. A B C D E

43. A B C D E

44. A B C D E

45. A B C D E

46. A B C D E

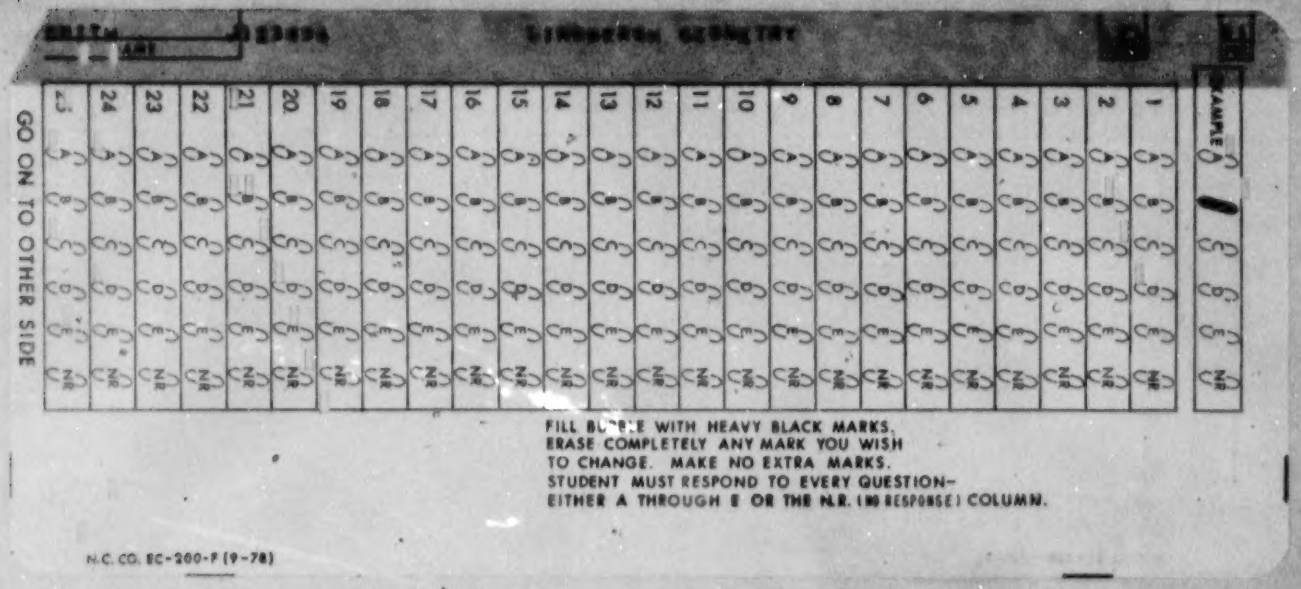
47. A B C D E

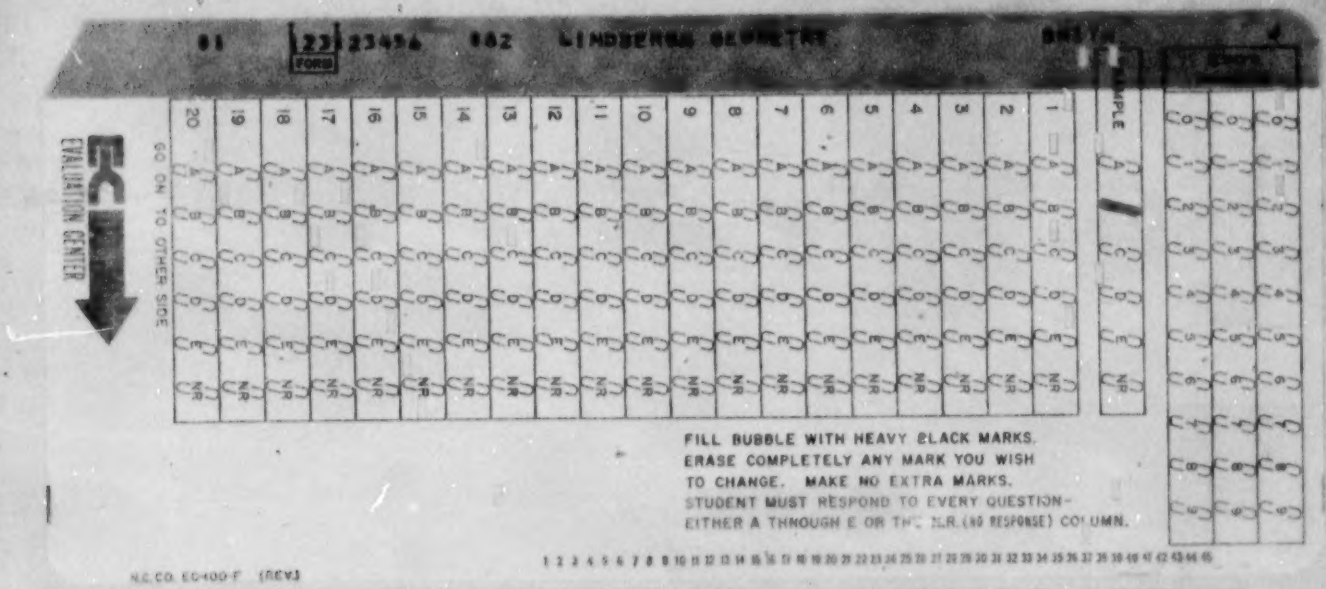
48. A B C D E

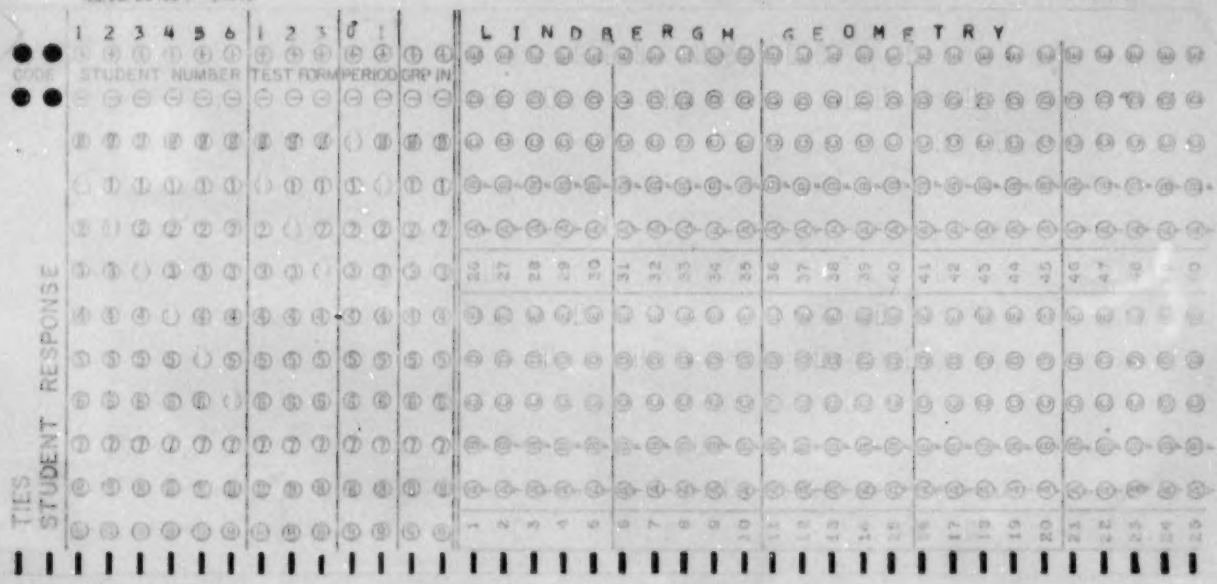
49. A B C D E

50. A B C D E

3-2 450161 Anderson, Sue Form Period	3-2 524609 Bensen, Tom Form Period	3-2 401902 Bradley, Ann Form Period
3-2 592104 Chase, Mary Form Period	3-2 456222 Crow, Ben Form Period	3-2 598844 Custer, Sam Form Period
3-2 496872 Davidson, John Form Period	3-2 489901 Downs, David Form Period	3-2 445521 Drew, Nancy Form Period
3-2 321109 Erickson, Erik Form Period	3-2 452290 Evans, Dale Form Period	3-2 678902 Free, Joan Form Period
3-2 567891 Growe, Pat Form Period	3-2 789002 Hanson, Phil Form Period	3-2 225599 Harris, Bill Form Period
3-2 334455 Jason, John Form Period	3-2 345678 Jones, Pam Form Period	3-2 45678 Johnson, John Form Period
3-2 567891 Kent, Clark Form Period	3-2 324562 Krane, Jane Form Period	3-2 784214 Lemon, Jim Form Period
3-2 432172 Mille, Jenny Form Period	3-2 543210 Mason, Darin Form Period	3-2 490725 Norris, Paul Form Period
3-2 778899 Rogers, Don Form Period	3-2 664422 Sutton, Larry Form Period	3-2 334421 Troy, George Form Period
		Glen Lake Elem Math 2 Miss Bush


GO ON TO OTHER SIDE
FILL BUBBLE WITH HEAVY BLACK MARKS.
ERASE COMPLETELY ANY MARK YOU WISH
TO CHANGE. MAKE NO EXTRA MARKS.
STUDENT MUST RESPOND TO EVERY QUESTION-
EITHER A THROUGH E OR THE N.R. (NO RESPONSE) COLUMN.
N.C. CO. EC-200-F (9-78)


EVALUATION CENTER
GO ON TO OTHER SIDE
FILL BUBBLE WITH HEAVY BLACK MARKS.
ERASE COMPLETELY ANY MARK YOU WISH
TO CHANGE. MAKE NO EXTRA MARKS.
STUDENT MUST RESPOND TO EVERY QUESTION-
EITHER A THROUGH E OR THE N.R. (NO RESPONSE) COLUMN.


N.C. CO. EC-400-F (REV.)
LINDBERGH GEOMETRY
CODE
STUDENT NUMBER
TEST FORM
PERIOD
GRP IN
TIES
STUDENT RESPONSE

VI. Data Processing System Requirements

This section describes in general terms the data processing capability which must be available to the CAM user to produce desired reports--see the appendix for sample CAM reports.

Prior to actually processing a CAM student response, you have (or should have) a manual detailing the data processing procedures of your particular CAM computer system. Regardless of the specifics of your data processing system, however, it will have some basic characteristics. These common characteristics are described in this section.

CAM System Requirements:

In order to process student responses and produce the desired CAM reports, there is need for two different types of information:

- -Course Information
  - ·Objectives
  - ·Test forms/answer keys
  - ·Processing requests
- -Student Information
  - ·Student groups
  - ·Instruction completion
  - ·Student responses

The following describes in more detail these required information types and how they relate to the CAM system reports.

A. Course Information

1. Objectives

   Course objectives are entered into the CAM computer by number and brief description to provide the framework for the Group Summary Report.

2. Test Forms/Answer Keys

   Test forms and answer keys are entered into the system to link individual test items to course objectives

and to indicate correct answers. This gives the computer the necessary information to score individual student responses and produce the Test Form Evaluation and Item Analysis Reports.

3. Processing Request

Each time a CAM course is processed, it is necessary to tell the computer what reports are to be produced, the number of report copies, report formats, etc. This is accomplished by the actual processing request.

B. Student Information

1. Student Groups

For each CAM course, the student group(s) making up the course and the students making up the student group must be identified by at least a class descriptor and teacher name. Such groupings form the basis for the Teacher Summary Report and indicate to the computer who is to be included in the Group Summary Report(s).

2. Instruction Completion

To indicate post and/or retention testing, objectives or units of instruction in a CAM course for which instruction has been completed may be entered each test administration period. Such instruction completion may be entered by individual student, student group, or entire course and serves as the basis for categorizing responses as pre, post, or retention on all CAM reports.

3. Student Responses

Student responses to specific test items on test forms serve as the basis for the CAM system developing the Student Coupon and all other CAM reports. Student responses are compared against the answer key for correctness, responses are categorized as pre, post, or retention based on instruction completion data, and all requested report processing can then be accomplished.

Appendix

CAM Reports

1. Student Coupon
2. Teacher Summary Report
3. Group Summary Report
4. Student Status Report
5. Test Form Evaluation
6. Item Analysis

Note: This appendix includes examples of CAM reports available using the TIES Instructional Management Support (IMS) System. For specific suggestions of how these reports might be used by the teacher, refer to the manual entitled "CAM--How to Use It, A Teacher's Approach to CAM."

1. Student Coupon

BEVERSON, DAVID M GRADE 6 HOUSKER G A
902975 TEST ADM 6 - 1/24/79 FORM 165 31069
FRACTION CORRECT ON YES ITEMS IS 11/14

OBJ	A	INS	OBJ	A	INS	TEST ADM	PCT COR TOTAL	PCT COR YES	PCT COR POST	PCT COR RETN
1100	+	YES				1	65	0	0	0
1102	+	YES				2	65	71	79	0
1107	-	YES				3	55	64	0	64
1110	-	YES				4	65	71	0	71
1202	+	YES				5	90	93	0	93
1204	+	YES				6	80	71	0	79
1207	+	YES								
1211	+	YES								
1216	+	YES								
1302	-	YES								
1304	+	YES								
1307	+	YES								
1309	+	YES								
1314	+	YES								
1354	+									
1360	+									
1407	+									
1416	+									
1505	+									
1516	-									

GLEN LAKE MATH 6 CUM AVG 70 77 79 77

2. Teacher Summary Report

GLEN LAKE MATH 6

TEACHER SUMMARY REPORT
HOUSKER G A

3106-03 GRADE 6

NUMBER	NAME		CUM AVG	TEST ADMINISTRATION PERIOD 1	2	3	4	5	6	7	8	9	10	11	12	13
815008	BAHE, GREGORY A	TOT	83	75	80	85	85	80	95							
		YES	93	0	89	100	89	89	100							
		PST	89	0	89	0	0	0	0							
		RTN	94	0	0	100	89	89	100							
902975	BEVERSON, DAVID M	TOT	70	65	65	55	65	90	80							
		YES	77	0	79	64	71	93	79							
		PST	79	0	79	0	0	0	0							
		RTN	77	0	0	64	71	93	79							
932586	BROWN, STEPHANIE R	TOT	86	100	85	85	70	85	95							
		YES	96	100	94	100	91	100	92							
		PST	97	100	92	100	0	0	100							
		RTN	95	0	100	100	91	100	92							
969693	ESPINEL, PATRICIA A	TOT	59	70	75	65	30	55								
		YES	81	100	100	69	75	75								
		PST	91	100	100	57	0	0								
		RTN	81	0	100	78	75	75								
932714	FULLER, BETH C	TOT	68	60	80	70	70	55	70							
		YES	85	71	81	86	100	86	100							
		PST	77	71	100	67	0	0	100							
		RTN	90	0	79	100	100	86	100							

3. Group Summary Report

GROUP SUMMARY REPORT

GLEN LAKE MATH 6 HOUSKER

		TEST ADMINISTRATION PERIOD 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
OBJECTIVE 1201 6	PRE	100	0	0	0	0										
PCT COR	POST	100	100	100	0	0										
	RETN	0	75	100	100	100										
	PRE	3	1	0	0	0										
NUM RESP	POST	3	1	2	0	0										
	RETN	0	4	3	2	2										
OBJ 1202 C6 6	PRE	38	0	0	0	100	0									
PCT COR	POST	100	100	0	0	0	0									
	RETN	0	100	100	91	100	30									
	PRE	8	0	1	0	1	0									
NUM RESP	POST	1	4	0	0	0	0									
	RETN	0	6	6	11	5	5									
OBJ 1203 C6 6	PRE	75	100	0	0	0	0									
PCT COR	POST	100	100	100	0	0	0									
	RETN	0	100	89	100	100	100									
	PRE	4	1	0	1	0	0									
NUM RESP	POST	7	5	2	0	0	0									
	RETN	0	4	9	4	11	3									
OBJECTIVE 1204 6	PRE	100	0	0	0	100	0									
PCT COR	POST	100	100	0	0	0	0									
	RETN	0	100	100	100	0	100									
	PRE	4	0	0	0	1	0									
NUM RESP	POST	1	1	0	0	0	0									
	RETN	0	3	3	2	1	2									

4. Student Status Report

STUDENT STATUS REP

GLEN LAKE MATH 6 — GRADE 6 — HOUSKER G A

STU # 902975 BEVERSON, CAVID M

	PRE-INSTRUCTION		POST-INSTRUCTION		RETENTION	
UNIT	NUM	PER	NUM	PER	NUM	PER
11	4	75	4	75	16	75
12	5	100	5	100	20	75
13	5	60	5	60	20	80
14	12	75	0	0	0	0
15	12	25	0	0	0	0
135	12	58	0	0	0	0
TOTAL	50	60	14	79	56	77

5. Test Form Evaluation

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REPT INS004 INSTRUCTIONAL MANAGEMENT SUPPORT SYSTEM
TEST FORM EVALUATION

GLEN LAKE MATH 6 TEST FORM 021

QUESTION NUMBER	OBJECTIVE NUMBER	NUMBER OF RESPONSES	PERCENT CORRECT	CORRECT ANSWER	1	2	3	4	5	NR
1	1407	49	88	2	6	88	4	2	0	0
2	2101	49	94	1	94	6	0	0	0	0
3	1408	49	82	2	6	82	8	4	0	0
4	1401	49	94	1	94	2	0	4	0	0
5	2101	49	94	1	94	0	6	0	0	0
6	1405	49	73	2	6	73	12	8	0	0
7	2100	49	96	3	0	4	96	0	0	0
8	2100	49	100	1	100	0	0	0	0	0
9	1406	49	98	4	0	0	2	98	0	0
10	2114	49	65	4	18	8	10	65	0	0
11	2110	49	80	2	8	80	10	2	0	0
12	2104	49	84	4	2	8	6	84	0	0
13	2105	49	71	1	71	4	0	22	0	0
14	2104	49	88	3	0	12	88	0	0	0
15	2114	49	65	2	4	65	31	0	0	0
16	2105	49	92	1	92	8	0	0	0	0
17	2103	49	90	2	0	90	4	6	0	0
18	2106	49	88	4	4	4	4	88	0	0
19	2102	49	86	3	6	4	86	4	0	0
20	2102	49	98	2	2	98	0	0	0	0
21	2103	49	82	2	14	82	4	0	0	0
22	2108	49	90	2	4	90	4	2	0	0
23	2108	49	98	1	98	0	2	0	0	0
24	2106	49	92	3	0	6	92	2	0	0
25	2102	49	98	1	98	2	0	0	0	0
TOTAL		1225	87							

6. Item Analysis

DIST 0274-563-31069 DISTRICT 274 HOPKINS 4/09/79 4:13 PAGE 00004

REPT IMS006 INSTRUCTIONAL MANAGEMENT SUPPORT SYSTEM
ITEM ANALYSIS

GLEN LAKE MATH 6 UNIT 0012

POST INSTRUCTION INCLUDES 0 TO 10 DAYS SINCE INSTRUCTION

OBJ	ITEM	PRE-INSTRUCTION NUM	PER	RESPONSES 1	2	3	4	5	NR	POST-INSTRUCTION NUM	PER	RESPONSES 1	2	3	4	5	NR	RETENTION NUM	PER	RESPONSES 1	2	3	4	5	NR
	121202	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	67	0	33	0	67	0	0
	121203	12	83	83	17	0	0	0	0	9	89	89	11	0	0	0	0	21	90	90	5	5	0	0	0
1212	AVG	12	83							9	89							27	85						
	121301	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	100	0	0	0	100	0	0
	121304	4	100	0	0	100	0	0	0	16	94	0	6	94	0	0	0	15	93	0	0	93	7	0	0
	121305	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	25	100	100	0	0	0	0	0
	121306	11	82	0	9	9	82	0	0	14	93	7	0	0	93	0	0	20	85	10	0	5	85	0	0
1213	AVG	15	87							30	93							65	94						
	121401	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	15	100	0	100	0	0	0	0
	121402	10	50	30	50	10	10	0	0	9	67	11	67	0	11	0	11	18	100	0	100	0	0	0	0
	121403	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	50	50	0	50	0	0	0
	121404	12	33	17	8	25	33	0	17	9	56	0	22	22	56	0	0	16	69	25	0	6	69	0	0
	121405	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	33	79	79	3	6	12	0	0
1214	AVG	22	41							18	61							86	84						
	121502	4	100	0	0	0	100	0	0	16	100	0	0	0	100	0	0	15	73	27	0	0	73	0	0
	121506	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	100	0	100	0	0	0	0
1215	AVG	4	100							16	100							17	76						
	121602	10	90	10	0	0	90	0	0	4	100	0	0	0	100	0	0	22	100	0	0	0	100	0	0
	121603	11	73	0	9	73	18	0	0	14	100	0	0	100	0	0	0	20	90	0	5	90	5	0	0
1216	AVG	21	81							18	100							42	95						
	121801	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	100	0	100	0	0	0	0
	121805	12	83	83	0	17	0	0	0	9	78	78	11	11	0	0	0	16	100	100	0	0	0	0	0
1218	AVG	12	83							9	78							18	100						
	122006	10	90	10	0	90	0	0	0	9	100	0	0	100	0	0	0	23	91	4	4	91	0	0	0
1220	AVG	10	90							9	100							23	91						
AVERAGE VALUES FOR UNIT 0012		235	79							260	93							691	90						